

## 2016-2017 Transformational Plan for Jessie Rouse Elementary School

### PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

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### PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. (These should come from the data dialogue that initiates your planning efforts.)

#### Big Idea One

##### Improvement of Teacher Knowledge, Skills and Disposition

We will improve academic achievement for all students in all core content areas by building and reinforcing the knowledge, skills and disposition of our teachers. Our teachers' knowledge and skills regarding the academic content must be developed to fully engage all students. This big idea was created through collaborative conversations and within the context of discussion using school data during team dialog sessions. Writing, Social Studies, Science, Mathematics and Reading data were thoughtfully reviewed. Development of causal theories through consensus decision-making processes support our assertion that there are Rouse teachers that lack a thorough understanding of how to locate subject matter and resources to adequately and proficiently teach all subjects (e.g. mathematics, reading, writing, science and social studies). Aligned with Rouse's 2015-2016 SRO ranking, our M-Step scores include 11.1%, 13.4%, 9.4%, 0% for Reading across grades three through six. 5.6%, 12.9%, 0%, and 0% Math proficiencies across grades three through six, 4th grade Science, 0%, and 5th grade Social Studies also 0%. Our teachers will benefit from focused, intensive training and sustained professional development in locating and bridging resources across all content areas. Job-embedded professional development with modeling of instruction and gradual coaching will be a way to create the collaboration needed to support the core content area teachers. There will be New Teacher Institutes provided by the district for teachers under the tenure radar. Our PLC's will provide the support in formative assessment creation for all teachers, as there is a need for growth in this area also. We will build in professional development sessions during staff meetings to help increase teachers' knowledge, skills and disposition. Jessie Rouse is looking to include Book Studies as a part of the professional development in addition to all other P.D. This big idea requires all of our teachers to be able to articulate the theory driving the content as well as demonstrate high levels of expertise and implementation so that they can adequately plan and execute lessons meeting the needs of our students.

## Big Idea Two

Increased Student Achievement through Developed, Focused, and Effective Teaching, using Engaging Strategies.

We will improve academic achievement for all students in all core content areas by developing and implementing instructional strategies based upon an understanding of our students' academic and emotional needs and teachers' mastery of the core curriculum. This big idea was envisioned through application of the collaborative conversations with the context of M-Step proficiency data. At best, this data reflected low to no proficiency in all testing areas. More frequently, data signaled decreasing proficiency. Aligned with Rouse's 2015-2016 ranking, our M-Step scores include 11.1%, 13.4%, 9.4%, 0% for Reading across grades three through six. 5.6%, 12.9%, 0%, and 0% math proficiencies across grades three through six, 4th grade Science, 0%, and 5th grade Social Studies also 0%. Our teachers must fully understand the most effective, research-based instructional strategies to engage our students and be able to access appropriate instructional resources. It is critical that our teachers receive ongoing support and training in the identification and use of best practice, differentiated strategies so that we can fully engage each student and maximize their learning opportunities.

### 2. State what data were used to identify these ideas.

Rouse's Leadership Team assumed responsibility for learning and utilizing essential elements of the Collaborative Conversations for the purpose of creating data-based "big ideas." School Reform Office's 2015-16 list indicated a fourth percentile ranking for Rouse. Based on the current data, the proficiency rating suggested a strong likelihood that extremely low overall M-Step student achievement data did exist. Using MISchool Data's "All Students/All Grades" (math, reading, writing, science and social studies) student achievement data as the focus of a multi-session Collaborative Conversation process, the Team observed that all content and subject areas reflected significant student achievement deficits. No tested areas reflected proficiency levels that might be considered acceptable within traditional parameters.

Our Team discussion also considered grade-specific and locally derived assessment results (AIMSweb), which supported M-Step findings.

## **PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. (Must be completed by the Superintendent/Central Office).

Indicator 1B: Describe how **the district** will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Must be completed by the Superintendent/Central Office).

#### Indicator 1A:

The previous principal, Mercedes Perez was replaced July 1, 2016, prior to Jessie Rouse Elementary School being identified as a Priority School. The Superintendent of Saginaw Public Schools has the right of assignment to place administrators. A recommendation to the Saginaw Public School's Board of Education to approve Debra Williams assignment at Jessie Rouse Elementary for the 2016-2017 academic year.

Jessie Rouse Elementary School's new principal, Debra Williams, began on August 8, 2016. She was selected and approved by the SPSD Board of Education. In the selection of a new principal, district leaders sought to identify a principal who understood data analysis, the value of high impact literacy strategies, and how a Multi-tiered System of Supports (MTSS) could be implemented to better serve students who were struggling with mastering state standards in the core content areas of math, English, Science, Social Studies, and writing. Debra Williams possesses the turnaround competencies to lead Jessie Rouse Elementary in the successful implementation of its transformation efforts. During her tenure as Principal at Neithecut Elementary School, Neithecut was removed from the state's priority list in 2015.

She has facilitated the development and implementation of Positive Behavior Intervention Supports (PBIS) to address the behavioral needs of at risk students, to increase a positive school climate that is safe for learning. She is extremely knowledgeable in using Title I, Title II, and 31A funds to provide academic support for students. She also values technology integration in lesson design and instruction to improve student engagement and achievement. Mrs. Williams has seven years of administrative experience at the elementary and secondary level. Mrs. Williams has demonstrated competencies in the area of triangulating data received from district benchmark assessments, formative assessments, classroom grades, and standardized tests to determine academic interventions necessary for students. She has experience with programs such as Read 180 and SuccessMaker in assisting to determine the functional reading and math levels of students. She works with students and families to assist with reading M-STEP data reports that provide an indication of students achievement levels in core content areas. Her PLC Data Teams meet with strategic reading and math teachers to construct a prescriptive, self-developed curriculum in math and reading to address instructional gaps in students' learning. She encourages staff to utilize ongoing formative assessments in math and reading to assist with the progress monitoring of students. This level of alignment of planning for instruction using multiple data points supported by targeted interventions is a break from past practice. Subsequently, students' performance on benchmark assessments continues to improve.

In reference to Big Idea # 2 - Increased Student Achievement through Developed, Focused, and Effective Teaching, using Engaging Strategies. Mrs. Williams has extensive training in assisting teachers in developing more engaging instructional practices. In her previous roles as assistant-principal, she established a Formative Assessment Team to assist teachers with creating formative assessments that accurately measured learning targets. Mrs. Williams uses routine walkthroughs as a means for providing instructional staff with feedback on math and literacy strategies that teachers are utilizing across grade levels. She has trained instructional staff how to use a modified professional learning community (PLC) protocol for grade-level teams and departments to review performance data, unit plans, and student work products. Moreover, Mrs. Williams continuously works with district instructional coaches to assist with the planning, modeling of instruction, and peer-teaching of literacy and math strategies that enable students and teachers to receive the full benefit of purposeful instruction. This work has assisted staff with critically reflecting on what data and resources they use to help inform instruction. Furthermore, Mrs. Williams has demonstrated a commitment to work with instructional and support staff in identifying appropriate tiered interventions. She has worked through her School Improvement Team to ensure that teachers have aligned evaluations with performance targets on M-STEP. Mrs. Williams has

consistently demonstrated to instructional staff how their ability to progress monitor students on routine basis will improve the quality of the interventions and confidence that students have in their ability to chart their own progress.

Mrs. Williams ability to strategically align academic resources with teacher training taught staff the importance of embedded professional development practice that allows teachers to receive continued training in lesson design, reviewing student work, developing cross-curricular units, and creating formative assessments to measure student achievement, etc. Her focus on improving instruction through job-embedded professional development and instructional coaching overlaps with Big Idea One - Supporting Teachers' Knowledge, Skills, and Dispositions.

#### Indicator 1B:

The district will increase leadership capacity by making a commitment to support principals as instructional leaders. Assigning a mentor principal adept in curriculum design and implementation to the newly appointed Jessie Rouse Elementary School principal will assist in the facilitation of the transformation plan. The Superintendent will work with Mrs. Williams in developing goals within her Individualized Development Plan (IDP) that will enhance her ability to support staff in achieving Big Idea # 2 - Increased Student Achievement through Developed, Focused, and Effective Teaching, using Engaging Strategies. Monthly meetings with the Superintendent will be an opportunity for Mrs. Williams to provide regular updates on progress towards goals identified within the IDP. The IDP plan will consist of Mrs. Williams receiving assistance in the following areas to ensure that the transformation plan is executed with fidelity:

- Improving student engagement through rigorous and relevant instruction
- Engineering a vision for the success of all students
- Cultivating leadership in instructional and support staff
- Leading people through managing data and school improvement processes
- Creating a college and career going culture

Instructional coaches are available to assist Jessie Rouse Elementary School's Staff with professional development in instructional strategies outlined within their school improvement plan. Coaches will be on-site to facilitate ½ day professional development in the core content areas. In addition, Title II resources will be used to give teachers and administrators exposure to workshops or conferences that promote attainment of goals outlined within their school improvement plan.

Mrs. Williams will also receive assistance from the district's Title I Director in developing an instructional program supported by supplemental services. It's critical that building principals understand Title I compliance factors and fiscal accountability to sustain initiatives. This will allow Mrs. Williams to work with our Human Resources Department to identify strong teacher candidates to fill vacancies supported by Title I dollars.

District instructional coaches and the Superintendent will also work with the Saginaw ISD to provide Jessie Rouse's staff with technical assistance in completing the transformation plan, school improvement plan, and unpacking tool. The Superintendent will provide Mrs. Williams with more intensive support in developing the Comprehensive Needs Assessment and School Data Profile Analysis. The Superintendent will also review the school's decision-making process to ensure that there has been meaningful collaboration with members of the School Improvement Team to generate a transformation plan that reflects instructional concerns from all stakeholders.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation..

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth (by 2014-15, at least 40% of leaders' evaluations must be based on student growth) as a significant factor. Attach the leader evaluation.

Public Act 205 of 2009, effective January 4, 2010, enacted Section 1249 of the Revised School Code (MC380.1249) to require an annual job performance evaluation for school teachers and administrators.

The Saginaw Public School District in collaboration with the Saginaw Education Association (SEA) has a collective bargaining agreement in place that allows for full implementation of this transformation plan. The district established two separate committees that consisted of K-12 Teachers, Building and Central Office administrators. The Teacher Evaluation Committee met regularly since 2010 to update/modify the teacher evaluation rubric to comply with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, AIMSweb Universal Screenings in Reading and Math, WIDA, M-STEP, MI Access and District Common Assessments. Twenty-five percent of teachers' evaluations will be based on student growth by 2016-2017.

**2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth**

The Administrator Evaluation Committee met regularly since 2011 to create a new evaluation tool that reflects and complies with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including District Common Assessments, the Scholastic Reading and Phonics Inventories, AIMSweb Universal Screenings in Reading and Math, M-STEP, WIDA, and MI-Access. Twenty-five percent of Principals' evaluations will be based on student growth by 2016-2017. Principals' evaluations are based on the following criteria: Results, Leadership, Programs, Processes and Systems. Each category has proficiency standards that administrators must satisfy in order to be considered effective or highly effective. Twenty five percent of administrators' evaluation will be determined by student growth in the 2016-2017 academic year.

**Requirement #3:** Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program (outlined in requirement #6). (Must be completed by the Superintendent/Central Office)

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Must be completed by the Superintendent/Central Office)

Indicator 3A:

Jessie Roue Elementary will use the performance evaluation data and the Saginaw Public School District procedures set forth by the Board of Education to identify Highly Effective Teachers and building leaders. During the 2016-2017 school year, Saginaw Public Schools fully implemented a modified teacher evaluation process, based on Charlotte Danielson's Teacher Training Framework model. Highly effective teachers are considered master teachers who make a contribution to the field, both in and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

- To receive a "highly effective" rating, teachers must show an indication of student growth and achievement using four or more measurements including: AIMS web, Pearson ELA, M-STEP Reading, M\_STEP Math, and M-STEP Writing assessments. Starting fall 2016 Jessie Rouse students will begin using the Envision Math 2.0 platform, MAISA units, and common assessments.

- To receive a "highly effective" rating under student Growth and Achievement, a total of 80% of the total number of students serviced by the teacher must have demonstrated growth on the selected approved assessments.

- To receive a "highly effective" rating teachers must demonstrate proficiency by utilizing the strategies provided by Pearson ELA, Write Steps, Envision Math, and Pearson Science and Social Studies programs. They must adhere to the district unit calendars, timelines, and revised instructional schedules adopted at Jessie Rouse Elementary. Indicators of program implementation are: sign-in sheets, lesson plans, classroom walkthroughs reports, classroom observations, and student work products.

The building principal is responsible for the completion of all evaluation processes and monitoring the goals of all staff within the school. All personnel who are deemed to be highly effective and demonstrate increased student achievement based on the requirements of the evaluation tools, and have shown

competence in the implementation of Jessie Rouse Elementary School's transformation plan will be granted the following:

- Teachers who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of his/her choice.
- Teachers who are identified as Highly Effective will receive additional dollars from the building's supply budget to purchase classroom supplies/resources.
- Teachers who are identified as Highly Effective will be granted released time for building professional development with a substitute provided.
- Building leaders who are identified as Highly Effective will be granted released time one day a month to work in the classrooms while a guest principal provides administrative coverage.
- Building leaders who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of her/his choice.
- Building leaders who are identified as Highly Effective will be granted additional flex days not to exceed two days per school year.

The above rewards will be awarded annually at the completion of the teacher/administrative evaluation process.

#### Indicator 3B:

Personnel found to be minimally effective or ineffective, based on the evaluation tool, with <64% of students showing and increase in achievement, and /or not implementing the instructional program, based on the criteria described in 3A, will be laid off and/or placed on a revised Individual Development Plan. They will be given the following supports: additional opportunities for professional development in deficit areas, a peer mentor, as well as receive intensive support from instructional coaches and building administration. Progress will be monitored regularly with walkthrough protocols and examination of student achievement data, to provide immediate feedback, guidance and redirection. Educators will be given multiple opportunities to improve their craft through the Individual Development Planning Process over a period of three evaluations. If an educator remains minimally effective or ineffective, after three evaluations, the Michigan legislative requirements and district procedures will be followed and the employee will be terminated.

**Requirement #4:** Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect at least one of the "Big Ideas" (see Part B), (b) is on-going/offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on

instructional practices. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

**4A:** The Jessie Rouse Leadership Team explored available, high quality, researched-based, professional development opportunities and constructed a plan specifically targeted to the 'big ideas' and the instructional programs identified during collaborative conversations. The activities will be on-going during the next three years, with offerings during district professional development days, after school, and during the summer, with stipends for most sessions held outside of the school day.

The results of the collaborative conversations and examining multiple sources of data indicated an immediate need for intensive professional development.

Planning Year: 2016-2017

**Instructional Coaches** (ELA/Writing/Social Studies, Math, and Science) will be assigned to Jessie Rouse and will provide job embedded professional development by continually supporting the classroom implementation of the strategies associated with these disciplines. Below is the plan for coaching support agreed upon by the district coaches and the building principal.

Content coaches in Math, Science, ELA and Social Studies will complete a coaching cycle once per subject area for each teacher throughout the year.

Day 1 – Meet with teacher during an agreed upon time to decide on a lesson to be taught by coach, short discussion on classroom processes

Day 2 - Model lesson with professional conversation afterwards

Day 3 – Teacher teaches a follow-up lesson with intentional input from coach, coach present

Day 4 – Professional conversation and collaboration follow up.

**Professional Learning Communities (PLC'S)** All teachers will continue the work in Professional Learning Communities and will meet weekly for 60 minutes creating and analyzing formative assessments. Teachers will bring student work samples as well as formative and summative assessment data to monitor student achievement in all core content areas and base future lessons upon their findings. Teachers will discuss and implement engaging and effective instructional strategies in the form of train the trainer models. Teachers will also be encouraged to implement the use of technology to teach Reading, Writing, Math, Social Studies, and Science. The collaborative conversations that occur during PLC's will use the district adopted PLC Protocol Forms A and B.

Implementation Year One: 2017-2018

**Instructional Coaches**-continue plan adjusting based on student and staff need

**Professional Learning Communities (PLC'S)**-continue plan adjusting based on student and staff need

**Promoting Positive School Culture and (PPSC)** Jessie Rouse staff will be trained in Promoting Positive School Culture and (PPSC) utilizing current data from the 2015-16 school year Jessie Rouse had 19 students that had been suspended for 10 or more days from September until April. This information was taken from Skyward our district student data base. Of the 19 suspended, 5 were identified as special education, 11 were from grades 3-6 and 3 were from grades K-2. This information was taken from Skyward (our district student data base). We will address this data utilizing universal screeners, interventions and progress monitoring. To assess the impact of PPSC practices, behavior data will be reviewed quarterly (suspensions and referrals) at a PLC meeting. Additionally, the administrator will look for examples of PPSC implementation during walkthrough observations.



Implementation Year Two: 2018-2019

***Instructional Coaches***-continue plan adjusting based on student and staff need

***Professional Learning Communities (PLC'S)***-continue plan adjusting based on student and staff need

***Promoting Positive School Culture and (PPSC)***-continue plan adjusting based on student and staff need

**Data Analysis** Rouse staff will continue receiving district training and coaching modeling around AIMSweb data gathering, progress monitoring, goal-setting, tracking interventions, generating reports and interpreting data to inform instruction.

There will also be job-embedded coaching to support implementation of daily instruction in all core content areas.

The administrator will look for examples of core content implementation and full implementation of the curriculum during walk-through observations and weekly examination of lesson plans.

Implementation Year Three: 2019-2020

***Instructional Coaches***-continue plan adjusting based on student and staff need

***Professional Learning Communities (PLC'S)***-continue plan adjusting based on student and staff need

***Promoting Positive School Culture and (PPSC)***-continue plan adjusting based on student and staff need

***Data Analysis***--continue plan adjusting based on student and staff need

**Research-Based Science and Social Studies Strategies** Science and social studies district coaches will train teachers at Rouse in research-based instructional strategies for science and social studies. The effectiveness of these strategies will be monitored during weekly and monthly PLC meetings by analyzing student work samples as well as formative and summative assessment scores.

**Research-Based ELA Strategies** Professional development for writing will be provided by District ELA coaches during professional development days, building Professional Learning days, and job-embedded coaching throughout the school year. The effectiveness of instructional strategies will be monitored weekly and monthly during PLC's by analyzing student work samples and formative and summative assessments. Teachers will adjust instructional strategies as needed upon the review of the data.

Summer training will be provided by the district reading coaches to assure Reading is taught with fidelity.

The administrator will look for examples of implementation of Reading strategies during walk-through observations and weekly examination of lesson plans.

***\*\*Additional Professional Learning to be implemented immediately upon available funding regardless of plan year:***

**Principal**

Looking ahead to the 2017-2018 school year and beyond, the School Improvement Team is interested in providing an outside leadership consultant for the building leaders. If the funds allow, a consultant would be contracted to work one-on-one with the principal and any assistant principals that may be hired to overcome their individual constraints and leverage their strengths. Research shows that a strong principal

and leadership team can have a substantial impact on student achievement. In order for leadership to provide adequate and appropriate coaching and feedback to instructional staff, it is imperative that they are also given opportunities to grow in their practice.

### **Title I Instructional Staff**

With an intense focus on MTSS, additional support is needed for those leading the intervention program at Jessie Rouse. If the general and/or grant funds allow, an Intervention Consultant will be contracted to work closely with the intervention team. The consultant and team will examine scheduling prioritization, student identification, systems, lesson planning/delivery, and overall implementation alignment with MTSS best practices.

**Requirement #5:** Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school **based on student needs**.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. (Must be completed by the Superintendent/Central Office)

Indicator 5A:

The Saginaw Public School District will use specific recruitment strategies centered on student needs as identified by data and teacher effectiveness to directly support student achievement. Teachers who receive exceptional performance evaluations serve as lead teachers within their respective schools. They are selected to attend conferences that relate to district and school improvement goals. Also, teachers have an opportunity to serve as mentors for probationary staff. Mentors are given additional monies to budget for instructional supplies. Plus, opportunities for advancement in instructional coaching positions exist for teachers that demonstrate exceptional capacity for leadership. Generally, instructional coaches with endorsements in educational leadership advance into administrative positions within the district.

When teacher vacancies exist, recruitment of candidates will be based on student needs, identified by stakeholder surveys, student demographic, and performance data. A comprehensive needs assessment of our students' attitudes towards their learning and performance on M-STEP and district benchmark assessments suggests that applicants considered for positions at Jessie Rouse Elementary School must possess experience with:

Formative Assessment/Using Data Analysis to Inform Instruction

Culturally Responsive Curriculum/Cultural Competency

Differentiated Instruction / Inclusive Classrooms with Special Education Students

Reading and Math Intervention

Children in Poverty

Urban School Reform

Teachers must also demonstrate proficiency and knowledge of effective strategies and best practices including:

Bloom's Taxonomy, the Response to Intervention process, Differentiated Instruction, Classroom Instruction that Works, Inquiry-based Learning, Essential Questions, Understanding by Design, and Professional Learning Communities. Candidates must also have the desire to 'go the extra mile,' to take on additional responsibilities such as, before and after school programs, and be willing to attend all required training.

Jessie Rouse's Leadership Team, including the principal, will be actively involved in the interview process for all open positions. Hiring decisions will be based on student needs, credentials, skill level, experience, and effective writing skills. All hiring recommendations will come from the Jessie Rouse Elementary School Leadership Team.

#### Indicator 5B:

The district will improve teacher retention at Jessie Rouse Elementary School based on students' needs by utilizing the following strategies:

1. An experienced Jessie Rouse Elementary School mentor will be provided to all teachers new to the building and all non-tenured teachers.
2. Teachers with an effective or highly effective rating will be assured the stability of their current building placement.
3. Teachers will receive options for compensation for participating in workshops and conferences supporting required professional development initiatives outside the school day. Hourly rate for professional development (\$22.62) and in-service credit (SCECH)
4. Teachers will be provided with multiple opportunities to participate in professional development to improve their craft.
5. A reward system will be utilized at Jessie Rouse Elementary School as described in Requirement 3.

The principal has the right of assignment based on student achievement, behavior data, classroom observations, teacher evaluations, and parent perception data. The principal, with input from the Leadership Team, will determine the best placements for current staff starting the fall of 2016.

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative.)**

#### **6A:**

The Jessie Rouse Leadership Team consisting of staff from across grade levels and district support staff reviewed multiple sources of data and used the Collaborative Conversations to identify underlying causes

of our priority status and 'Big Ideas' necessary to transform the school. SRO's 2015-2016 identified Jessie Rouse as a priority school.

Data Points: M-Step, AIMSweb, and local assessments

*The following information was pulled directly from the 2016-2017 School Improvement Plan- Comprehensive Needs Assessment.*

**Student Achievement Data:** The data that was reviewed was the M-STEP Data for reading, math, social studies and science. Since this is a new test that replaced the MEAP test, there is no trend data to analyze. So, we focused on an analysis of the items for these subjects as planning began for the following school year. Also during PLC discussions, the 2014-2015 M-STEP data was analyzed and used as extended information in the Big Idea 1 & 2 of this document.

**Math:** Third grade 38 students were tested. 7.9% of the students were advanced or proficient. 15.8 % of students were partially proficient while 76.3 % of the students were not proficient. 4th grade 44 students were tested. 0% of the students were advanced or proficient. 29.6% of students were partially proficient while 70.5% of the students were not proficient. 5th grade 34 students were tested. 0% of the students were advanced or proficient. 17.7% of students were partially proficient while 82.4% of the students were not proficient. Since proficiency is low in our school as well as in the district, a new math resources have been adopted for this current year year. Teachers began training in April 2016 to prepare for the 2016-2017 school. Teachers will receive training on the new resources and how to use to help all students increase their math proficiency.

**Reading:** Third grade 38 students were tested. 7.9% of the students were advanced or proficient. 23.7% of students were partially proficient while 68.4% of the students were not proficient. 4th grade 44 students were tested. 11.4% of the students were advanced or proficient. 6.8% of students were partially proficient while 81.8% of the students were not proficient. 5th grade 34 students were tested. 0% of the students were advanced or proficient. 20.6% of students were partially proficient while 79.4% of the students were not proficient.

**Social Studies:** 5th grade 33 students were tested. 0% of the students were advanced or proficient. 27.3% of students were partially proficient while 72.7% of the students were not proficient. To address this area of weakness and to increase student proficiency teachers in our building will be utilizing the MAISA units of study for Social Studies ensuring that students are making growth in their pre and post tests.

**Science:** 4th grade 44 students were tested. 0% of the students were advanced or proficient. 5% of students were partially proficient while 95% of the students were not proficient. Since we have had not had any students proficient in the area of science and this area being a weakness throughout the district, a new Science curriculum will be put into place for next year. Teachers will receive training on the new curriculum and how to use it to help all student increase their Science proficiency.

**AIMS Web** According to the AIMS web data comparison for the fall to winter of 2015-16 the following results were obtained: Looking at Kindergarten data, Letter Naming Fluency (LNF) made a 16% gain from fall to winter. Oral Counting made a 29% gain from fall to winter. In First Grade, Phoneme Segmentation Fluency increased proficiency by 18% from fall to winter. Missing Number made a 21% gain from fall to winter. In Second Grade, Reading Curriculum Based Measurement made a 0% increase from fall to winter. Math Computation made a 13% gain from fall to winter. In Third Grade, Reading Curriculum Based Measurement made a 5.8% gain from fall to winter. Math Computation made a 27% gain from fall to winter. In Fourth Grade, Reading Curriculum Based Measurement made a 1.2% gain from fall to winter. Math Computation increased proficiency by 16.9% from fall to winter. In Fifth Grade, Reading Curriculum Based Measurement made a 5% gain from fall to winter. Math Computation 12% gain from fall to winter. In Sixth Grade, Reading Curriculum Based Measurement made a 3.4% gain from fall to winter. Math Computation 10% decrease from fall to winter.

WIDA (testing knowledge of English across the content areas- not testing academic achievement or knowledge of content areas)

2014-15 results

K - 14 % proficient in the language needed to access content and succeed in school

1st-5th grades 100% proficient in the language needed to access content and succeed in school

**LOCAL ASSESSMENTS:** With all assessments that are given, a proficiency is determined by attaining a score of 65% or higher, unless otherwise noted.

**Reading: Kindergarten** Based on the data provided, 48% of students are proficient on Pearson Unit Assessments. Subgroup: 50% of the males were proficient and 45% of the females were proficient. **First Grade** Based on the data provided, 55% of students are proficient on Pearson Unit Assessments. Subgroup: 52% of the males were proficient and 59% of the females were proficient. **Second Grade:** Based on the data provided, 57% of second grade students are proficient on Pearson Unit Assessments. Subgroups: 35% of males and 75% of females are proficient. **Third Grade:** Based on the data provided, 3% of students are proficient on Pearson Unit Assessments. Subgroups: 0% of the males are proficient and 8% of the females are proficient. **Fourth Grade:** Based on the data provided, 5.7% of the students are proficient on Pearson Unit Assessments. Subgroups: 0% of the males are proficient and 9% of the females are proficient. **Fifth Grade:** Based on the data provided, 18.7% of students are proficient on Pearson Unit Assessments. Subgroups: 14% of the males are proficient and 22% of the females are proficient. **Sixth Grade:** Due to a series of unexpected turnovers in the 6th grade class ( a series of three teachers within the 1st semester), the data from 6th grade is insufficient to draw a strong conclusion since it is not reflective of the data from school trends, and state assessment data. **Special Education Resource K- 6th:** Based on Brigance, 100% of students showed growth of .5 years or more. 100% of males and females showed .5 years or more growth. **Special Education CI K-4 self contained classroom:** Based on Brigance scores, 75% of the students showed .5 or more years of growth. Of those 75% were male and 25% were female.

**Writing:** The data that was provided was from the narrative district writing assessment from Write Steps based on a 6 point rubric: **Kindergarten:** Based on the data provided, 40% scored a 3 or higher ( 0% at a 5 or higher) in organization as compared to 29.4% in the 2014-15 school year. (Based on a 4 point rubric) **First Grade:** Based on data provided, 34% scored a 3 or higher ( 0% at a 5 or higher) in organization as compared to 65% in the 2014-15 school year. **Second Grade:** Based on data provided, 75% scored a 3 or higher (16 % at a 5 or higher) in organization as compared to 50% in the 2014- 15 school year. **Third Grade:** In the 2015-16 school year, 61% of students scored a 3 or higher (10.5 % at a 5 or higher) in organization as compared to 79% in the 2014-15 school year. **Fourth Grade:** In the 2015-16 school year, 61% of students scored a 3 or higher ( 13.8% at a 5 or higher) in organization as compared to 69% in the 2014- 15 school year **Fifth Grade:** Due to an unexpected turnover in the 5th grade class (teacher leaving during 1st semester & position was filled by different substitutes), the data from 5th grade is insufficient to draw a strong conclusion. Based on data provided, in 2014-15, 48% of students scored a 3 or higher in organization. **Sixth Grade:** Due to a series of unexpected turnovers in the 6th grade class ( a series of three teachers within the 1st semester), the data from 6th grade is insufficient to draw a strong conclusion. Based on the data provided in 2015- 16 32% of students were proficient in writing; 21% of males were proficient and 45% of the females were proficient.

**Science: Kindergarten:** Based on the information provided, 67.4% of the students are proficient in science MAISA unit tests. Subgroup: 71% of the females are proficient and 61% of the males are proficient in science. **First Grade:** Based on the information provided, 7.1% of the students are proficient in science MAISA unit tests. Subgroup: 18% of the females are proficient and 0% of the males are proficient in science. **Second Grade:** Based on the information provided, 45.5% of students are proficient on Science MAISA unit tests. Subgroup: 54% of the females and 35% of the males are proficient in science. **Third Grade:** Based on the information provided, 10.5% of students in the third grade are proficient in science on MAISA unit tests. Subgroup: 0% of the males and 31% of the females are proficient in science. **Fourth Grade:** Based on the information provided, 0% of students in the third grade are proficient in science on MAISA unit tests. Subgroup: 0% of the males and 0% of the females are proficient in science. **Fifth Grade:** Based on the information provided, 0% of students in the third grade are proficient in science on MAISA unit tests. Subgroup: 0% of the males and 0% of the females are proficient in science. **Sixth Grade:** Based

on the information provided, 0% of students in the third grade are proficient in science on MAISA unit tests. Subgroup: 0% of the males and 0% of the females are proficient in science.

Social Studies: Kindergarten: Based on the information provided, 65.2% of the students are proficient in Social Studies MAISA unit assessments. Subgroup: 61% of the females are proficient and 68% of the males are proficient in social studies. First Grade: Due to a series of unexpected turnovers in the 1st grade class ( a series of three teachers in one classroom within the 1st semester), the data from 1st grade is insufficient to draw a strong conclusion. Based on the information provided, 100 % of the students are proficient in Social Studies MAISA unit assessments. Subgroup: 100 % of the females are proficient and 100 % of the males are proficient in social studies. Second Grade: Based on the information provided, 82 % of students are proficient in Social Studies MAISA unit assessments. Subgroups: 75% of the males and 88% of the females are proficient in social studies. Third Grade: Based on the information provided, 20.9% of students are proficient in Social Studies MAISA unit assessments. Subgroups: 24% of the males and 38% of the females are proficient in social studies. Fourth Grade: Based on the information provided, 42.9% of the students are proficient in Social Studies MAISA unit assessments. Subgroups: 50% of the females are proficient and 31% of the males are proficient in social studies Fifth Grade: Based on the information provided, 13 % of the students are proficient in Social Studies MAISA unit assessments. Subgroups: 17.6% of the females are proficient and 6.7% of the males are proficient in social studies Sixth Grade: Due to a series of unexpected turnovers in the 6th grade class ( a series of three teachers within the 1st semester), the data from 6th grade is insufficient to draw a strong conclusion since it is not reflective of the data from school trends, and state assessment data. However, the data we do have indicates that 40% of the students are proficient in Social Studies MAISA unit assessments. Subgroups: 45% of the females are proficient and 36% of the males are proficient in social studies

The programming chosen by the district has been rigorously selected and will address students' academic achievement when implemented at Jessie Rouse with fidelity and intensive, embedded professional development in all subject areas that provides opportunities for in-depth teacher and student learning. Therefore, Jessie Rouse will engage in intensive professional development that will ensure full implementation of curricular programs with research based methods and strategies. The team elected to use previously adopted instructional programs along with supplemental materials for reading, math, writing, science and social studies, to maintain district wide alignment.

The following areas were identified as key causal theories for improving student performance:

- Enhancing teachers' ability to align relevant and engaging resources to support instruction
- Expanding teachers' knowledge and ability to implement research-based, best practices to meet the needs of our student population
- Increasing knowledge, experience, and support in implementing MTSS with fidelity

**6B:** Multiple programs and strategies were considered after data analysis and collaborative conversations by the Leadership Team. The following instructional strategies were prioritized and tailored around the 'Big Idea' of Improving teachers' knowledge, skills, and disposition.

Planning Year One 2016-2017:

1. Instructional Coaches will be utilized to guide teachers, model strategies, and facilitate professional development and program utilization.
2. In 2016-17, Jessie Rouse will continue to implement the 90 minute reading block. During this block K-5 teachers will use the Pearson Reading Street Program to teach the essential components and strategies of highly effective readers. Teachers will continue to use the weekly ELA Pacing Guides to ensure that all Common Core State Standards will be taught with vertical alignment. Six grade will use MAISA Units for their reading / writing program. Teachers will utilize the Pearson Unit component analysis, to analyze data to guide instruction.

3. In 2016-17, 30 minute reading and math intervention blocks will provide MTSS (Multiple Tiered Systems of Support). Students will be screened 3 times a year with AIMSweb, and placed into tiers. K-6 teachers will be responsible for Tier I and II interventions. Title I teachers will be responsible for Tier III interventions. Two reading and math interventionists will assist with Tier II and III interventions and students will be monitored weekly using Curriculum Based Measurements. Results will be reviewed during PLC's and adjustments will be made.
4. In 2016-17, a 30 minute K-5 writing block, will be used for integration of the Write Steps Program to improve writing proficiency. All K-5 teachers will use effective strategies including modeling, graphic organizers, brainstorming, guided writing, think aloud, peer editing, revising and individual conferencing to teach the writing process.
5. Early Literacy coaches (upon being hired by the district) will be utilized at Rouse to assist teachers as necessary. The principal will determine the needs of the building and teachers.

#### Implementing Year One 2017-2018:

All of the instructional programs initiated in the planning year will be embedded throughout subsequent school years.

1. In 2017-18, we will incorporate more effective reading strategies across the curriculum. Informational text will be used as a strategy to effectively teach science, social studies, reading, writing, and math.
2. In 2017-18, we will utilize our math coaches to help increase teacher's knowledge of resources available in order to be more effective in delivering math strategies in the classroom. Teachers will use math data to determine what areas need to be revisited for instructional practices.

#### Implementing Year Two 2018-2019:

All of the instructional programs initiated in the previous years will be embedded throughout subsequent school years.

1. Science and social studies will become the focus for the third year of our plan. Fully incorporate all resources that available to effectively implement science and social studies to all K-6 students. The teachers in grades K, 2, 3, 4, 5, and 6 will use the McGraw-Hill for social studies as a resource. First grade uses Pearson My World for social studies. All teachers K-6 will use Pearson Science.

**Requirement #7:** Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms). **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

**7:** Jessie Rouse has implemented the use of Professional Learning Communities to continually review multiple sources of data, for the purpose of improving student achievement, teacher knowledge, and building infrastructures. During Professional Learning Communities, held weekly staff will examine classroom summative, interim and formative assessments, student work samples, and strategies. Interventions will be discussed in meetings weekly throughout the year to monitor individual student progress and make adjustments accordingly. Teachers will collect pre- and post- test data at the beginning and end of each core unit. AIMS Web universal screening data will be collected three times per year to identify students for Multiple Tiered Systems of Support in the areas of reading and math. The Pearson Reading Street along with Fast Forward will be utilized for reading interventions and Math in Focus, Math Navigator, Fast Math and Do

the Math will be utilized for math interventions. The Saginaw Public Schools Pyramid of Supports will also be utilized for math and reading. Teachers will be expected to collect, analyze and track data from student work samples and assessments. This data will be monitored during weekly and monthly PLC's and teacher instruction will be adjusted accordingly. Teachers will be expected to complete PLC protocols and minutes for each meeting as well as have specified work samples and assessments ready to be analyzed. Students who are not showing growth in ELA and Math will be referred to the MTSS (Multi Tiered Systems of Support) for academic interventions in the data specified Tier (I is for all students, II is based on data and may include a change in instructional delivery as well as duration or frequency in a small group within the classroom by the classroom teacher and/or interventionist and III is also based on data, but is more intense interventions delivered by a Title teacher outside of the classroom). The principal will conduct weekly walkthroughs, to observe classroom instruction, review lesson plans, collect data and monitor progress.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8:** Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

### **Indicator 8A: Time for Core Subjects**

In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Instruction in core academic subjects will be increased through redesigning the use of the current schedule. Starting the fall of 2016, Jessie Rouse K-6 teachers will increase core instructional time in Math by 50 minutes per week, allowing for the creation of a 10 min. structured Math Component at the start of the day. This time will be dedicated to the common warm-ups which are a spiral review of the power math standards that the district has identified as critical to student achievement. The Teachers of Jessie Rouse will consistently monitor and protect the instructional schedule that will provide a 90 minute ELA/reading block, a 60 minute math, science, and social studies block, a 30 minute reading intervention block and a 30 minute math intervention block for all grade levels K-6. This instructional schedule will be used to provide focused and effective teaching to all K-6 students in the core areas of reading, math, science, social studies and writing. Goals will be set to reflect amended instructional schedules that indicate additional time spent on math core instruction. The rationale for redesigning and monitoring the schedule to include more core instruction is to provide uninterrupted and protected teaching time so that targeted interventions and teaching using researched based methods and strategies can take place to increase student achievement. This schedule will allow Jessie Rouse to implement the strategies described in 6B. Jessie Rouse will also provide an extended summer learning program available to all students K-6, which will provide core instruction in reading, writing, math, science, and enrichment activities, Monday-Thursday, 8:30-1:30, for four weeks. This program will be tailored to Jessie Rouse students' needs and progress will be monitored with pre- and post-tests.

### **Indicator 8B: Time for Enrichment**

In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.



During the 16-17 school year Jessie Rouse Staff will review and discuss reallocation of Title 1 funding to offer structured tutoring through an extended day program. This program will provide students with another opportunity to excel academically.

**Indicator 8C: Time for Professional Learning**

In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The district plan for increasing time for professional collaboration will be completed by adding time to participate in professional learning communities. Beginning in the fall of 2016, all teachers will participate in a 60 minute PLC once every week intended to encourage the use of PLCs to conduct a more comprehensive review of student's work, performance on common assessments, and more frequent monitoring of Tier 2 and Tier 3 interventions. These PLC sessions will be documented using a standard protocol and placed on a shared drive that all teachers can access to review work occurring within the school. This increases time for professional learning and collaboration from 150 minutes a month to 240 minutes a month. Effective fall of 2017, every month staff members will also engage in a 1/2 day session of job embedded professional development to improve teachers' capacity to implement school reform strategies, engage in effective PLCs, and create lesson plans that reflect standards of rigor to improve student achievement. District instructional coaches will be providing the relevant training to staff to support goals identified within Jessie Rouse's school improvement plan. This professional development format will give teachers approximately 27 hours of training in collaboration with their colleagues.

**Requirement #9:** Provide ongoing mechanisms for engagement of families and community.

**Indicator 9A:** In your response, describe multiple strategies to engage families in reform efforts.

**Indicator 9B:** In your response, describe multiple strategies to engage community partners in reform efforts.

**9A:** The Jessie Rouse Leadership Team explored a variety of strategies and focused on structuring the effective engagement of parents through a multifaceted approach designed to enhance and build capacity within the reform effort.

The Jessie Rouse reform efforts will enable ongoing strategies designed to actively engage families. While planning all activities and programs, attention is focused on making them highly engaging and hosting them at various times and days in order to accommodate all parent schedules. A National Network of Partnership Schools (NNPS) committee consisting of Jessie Rouse staff, our Title I parent liaison, and community partners receives training in best practices of planning and implementing effective family engagement opportunities. The school NNPS committee meets and plans for parental engagement activities to address all 6 key types of participation. Within the school, a Parent Advisory Council (PAC) is being formed in the 2016-17 school year, where all parents/ guardians and teachers are invited to attend monthly meetings, facilitated by Title I staff and the parent liaison. PAC meetings are held primarily to inform and provide families opportunities for input into the planning and design of Title I programs, activities and all instructional programs offered at Jessie Rouse Elementary as outlined in the Transformation Redesign Plan. PAC meetings are structured for both families and teachers to work collaboratively to promote and enhance family engagement. During the PAC meetings the parents will be updated on the progress of the priority plan. Grade level curriculum information and/or updates may be

placed on the agenda for teachers to actively engage and inform the parents of their students. These meetings will also involve planning and hosting a variety of activities, including but not limited to the following:

Family Math Game Night, Family Reading Night, Drop Everything and Write (DEW), & Science Family Workshop which are all academic activities to promote and enhance learning and extend the learning from school to home. A Michigan- Student Test of Educational Process (M-STEP) workshop will also be offered to give parents a firsthand experience with the content and structure of the M-STEP in order to effectively support their child throughout this testing process. These activities will support Big Idea #2: Develop focused and effective teaching using engaging strategies.

In addition a monthly Jessie Rouse (JR) assembly is held which invites parents and families to join the students and staff in acknowledging and promote academic achievement , attendance and citizenship. In an effort to maintain an open communication path with parents, we utilize the school marquee and School Messenger system which complete automated calls to our families and keep them updated on events, programs and activities both in our building and in our district. The school also hosts Parent Teacher Conferences once per semester in order to communicate with parents regarding their child's progress.

The 6th grade students and families are invited to multiple Middle School transition activities (Family D.A.T.E night and Tiger Expo)to introduce, inform them about, and welcome them to Thompson Middle School.

**9B:** Jessie Rouse Elementary School believes community engagement is vital to the success of the school. As a member of the National Network of Partnership for Schools (NNPS), our school has a parent that is our Parent-Community Engagement Liaison. This liaison along with staff will incorporate multiple strategies to build partnerships and engage community members in the school transformation redesign plan covering six areas of involvement; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al., 2009). The parent liaison along with staff members will promote and help lead a Parent Advisory Council (PAC) that is actively involved in the transformation redesign plan and School Quality Team (SQT) at Jessie Rouse.

Jessie Rouse has several local churches such as Saginaw Valley Baptist Church, Victorious Believers Ministries, Mt. Olive Baptist Church, and Hopevale that support Jessie Rouse through time, talent, and resources. The Reyes Osuna Foundation has adopted Jessie Rouse to promote academic achievement through recognition of Student of the Month and Staff Member of the Month. Partnerships with Wendy's, Taco Bell, Delta College, and other community organizations help further support our monthly assemblies with prizes and incentives to promote academic achievement, attendance and citizenship.

We engage multiple community partners, including the READ Association, Boy Scouts of America, Omega Psi Phi fraternity, Foster Grandparents, and Samaritans which provide a variety of volunteers to assist students with reading and/or mentoring. Other community organizations that help to promote content-area learning are Mosquito Abatement Commission and History on the Move.

Two community partners that are housed at Jessie Rouse, DHS and Mental Health, are integral parts of our reform team. We also have the support of the Consumers Thaw program, Health Delivery (Dental Bus), Family Dollar Backpack program, and the Food Bank of Eastern Michigan Backpack program that provide additional support to families at Jessie Rouse. Valley OB/GYN (Dr. Llewelyn) and Alpha Kappa Alpha sorority have been community partners with Jessie Rouse as well. Jessie Rouse

believes a key component to the transformation redesign plan is reaching out to the community to share in the education of all students.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase the graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIT. This will require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.

Indicator 10A:

A Memo of Understanding between the School Board of the City of Saginaw, the Saginaw Education Association, and the Superintendent of Schools, states that the District and Association are committed to meet requirements placed within the transformation plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. See attachment. The building principal will exercise right of refusal to move a staff member to Jessie Rouse Elementary School if they lack the capacity or desire to align with initiatives and programming of the school. This authority will be enforced throughout the duration of the plan. Current state legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" or "minimally effective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Jessie Rouse Elementary School's administration and Leadership Team will be involved with the process of interviewing for vacant positions within the building. Placement decisions will be based upon prospective candidate's credentials, instructional abilities, literacy skills, and reference checks. Recommendations for hiring will come from the Jessie Rouse Elementary School Leadership Team. Jessie Rouse Elementary School will be allowed to adjust their school calendar as needed to support the instructional programming as long as the district's minimum number of contact hours is satisfied. Jessie Rouse Elementary will have the ability to schedule their professional development days and PLCs. The building will set a professional development schedule, which may or may not include district professional development days, based on building needs, and successful execution of the transformation plan with fidelity. Jessie Rouse Elementary will initiate a modified Restorative Practices model beginning the 2016-2017 school year, including bringing a provider to campus to research and develop a culture and climate plan for the building, train staff to be coaches within the building to develop these cultural needs, and provide stipends to staff participating in the training. The Jessie Rouse Elementary Leadership Team will have autonomy in determining the Title I budget and use of its funds (subject to federal regulations), to support the transformation plan, in accordance with student needs and the building Comprehensive Needs Assessment found in Assist.

**Requirement #11:** The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school. List the central office contact person responsible for monitoring and supporting the school. Also, describe plans to participate in workshops and conferences offered by the ISD/RESA, Michigan Department of Education, and other external partners or organizations.

Indicator 11A & 11B:

The School District of the City of Saginaw, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet, and Executive Staff, will support all efforts put forth within Jessie Rouse Elementary School's transformation plan in support of students' unique needs. The Superintendent, Nathaniel B. McClain, is the Central Office liaison. Debra Williams, Jessie Rouse Elementary School's principal, is accountable for maintaining a clear understanding of specific technical assistance needs associated with programming, student achievement, priority plan maintenance, and related circumstances. Specific professional development activities, determined through focused study of staff capacity and student data, will enhance our ability to meet goals of significant improvement. The Saginaw Public School District has entered into a Partnership Agreement with MDE, MASA, MASB, MAISA Middle Cities, and the Saginaw ISD to provide a wide array of services to staff and students. Ongoing professional development activities specific to Jessie Rouse School's transformation initiatives will be supported through Title II A funding and any additional funds related to Jessie Rouse Elementary School's priority status.

Jessie Rouse Elementary staff will collaborate with various stakeholders to seek and receive technical assistance as needed. Those agencies include: The Saginaw Intermediate School District (SISD) and MI Excel (Statewide System of Technical Assistance) - Priority School Support Staff include Rebekah Hornak, Sarah Watson (School Improvement Interventionist) and Dr. Tanisha Brooks (School Improvement Facilitator). Their support for Jessie Rouse Elementary includes: participation in the Statewide System of Technical Assistance (4 meetings a year with Jessie Rouse's staff, helping them to focus on independent goals, learning how to analyze data and implementing school improvement efforts), school improvement writing efforts (scheduled in March / April / and May annually), an academic coach, curriculum review with the Director of Curriculum and Jessie Rouse Elementary School's Leadership Team, assistance with Positive Behavior Intervention Supports, and support with professional learning communities.

The initial technical assistance meetings started in November of 2016 and have been ongoing weekly, to support the writing of different components of this transformational plan. The Michigan Department of Education (MDE) will offer technical assistance throughout MIExcel services. All meetings related to priority status will be attended by Jessie Rouse Elementary School's staff. Central Office is also invited to attend. Fall and spring school improvement meetings are held in Lansing annually, attended by Central Office and Jessie Rouse Elementary School's staff. A School Improvement Interventionist and School Improvement Facilitator from the Saginaw ISD will assist Jessie Rouse's Leadership Team draft their transformation plan through a careful examination of M-STEP trend data and causes for the priority status. They will attend weekly meetings to help the Leadership Team identify root causes for students' inability to reach proficiency and will continue to work with the staff throughout the improvement process.